

# ***CALIFORNIA SCHOOLS***

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# CALIFORNIA SCHOOLS

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## THE PROBLEM OF PRODUCTION AND DISTRIBUTION IN THE CALIFORNIA TEXTBOOK PROGRAM

ROY E. SIMPSON, Superintendent of Public Instruction

### THE PROBLEM :

California's unique State-printed textbook program, which has saved the taxpayers millions of dollars while providing free textbooks for all elementary school children within the State, is faced with one of the most trying problems in its sixty years of service to the people of California.

During 1946 and the years immediately thereafter the program faces a production problem of unprecedented magnitude. The State Department of Education is directed to prepare, from July 1, 1946 to July 1, 1947, for distribution upon manufacture by the State printing plant a quantity of textbooks two and a half times as great as the plant has ever been able to produce within a similar period and nearly three times as great as in any year of normal production. The situation is rapidly approaching the crisis stage.

The reasons for this unprecedented problem are five-fold :

1. The California Legislature in 1945 greatly expanded the total requirement of textbooks to be furnished each student in the elementary grades.

2. Budget requests for the textbook program for the years 1937-38 to 1946-47 submitted by the State Department of Education were cut 20 per cent by the combined action of the Governor and the Legislature.

3. Wartime requirements deprived the program of many of the facilities and workers in the State printing plant.

4. California's youth of elementary school age have increased by 25 per cent since 1940.

5. The State Board of Education has, in the last five years, more than doubled the list of books published for school use.

Two major requirements must be met if the program is to be placed on a satisfactory basis :

1. The State printing plant must have provision made to handle the textbook program, which normally constitutes more than one half of its business volume.

2. Sufficient funds must be appropriated by the Legislature for the textbook program to allow it fully to serve California's school pupils.

#### THE RECORD OF PRODUCTION:

During the prewar years the State Department of Education normally distributed from 900,000 to 1,000,000 copies annually of free school textbooks, 800,000 of which were cloth-bound volumes requiring maximum processing in the State printing plant.

In the war years of 1942 to 1946, the volume of textbooks manufactured was greatly increased, largely due to the issuance for the first time of paper-bound spelling textbooks in expendable form for all pupils. The total production rose to an all-time record in the fiscal year 1943-44 of 2,465,000. Of these, a record number of 947,592 were cloth-bound volumes printed in the State printing plant; 1,187,500 were paper-bound, printed in the State printing plant, a record; and 330,595 were cloth-bound volumes of which the binding only was done by the State printing plant, a record again.

In 1944-45 the production figures for the preceding fiscal year were practically duplicated. However, in 1945-46, a year later, the production of cloth-bound volumes—representing the most time-consuming factor in the program of textbook production—slumped nearly a third to 670,601 volumes.

Now, for the present fiscal year, 1946-47, the State Board of Education has requested the State printing plant to produce a total of 1,907,000 cloth-bound volumes, an increase of nearly three times the previous year and approximately double such production in prior years. In addition, the volume of paper-bound volumes is expected to be kept constant with the accelerated production of the previous three years, while the production of books bound only is but slightly less than in the previous three years.

Also, the State Board of Education has just adopted five basic textbooks and 17 supplementary textbooks in history and in geography. Three of the basic textbooks and 12 of the supplementary textbooks, adopted for a period beginning July 1, 1947, will require the State printing plant to process *an additional 870,000 books during 1946-47* (390,000 to be printed and bound in cloth, 480,000 for binding only). This will bring the total of clothbound volumes to 2,297,000, nearly three times the record of such work in any prewar year, and more than two and a half times the volume of such work in the greatest year of textbook production in the entire sixty years the program has been in effect.

In summary, what the Legislature and, on recommendation of the State Curriculum Commission, the State Board of Education, have asked

is that there be produced during the fiscal year 1946-47—without extra printing equipment and only limited manpower and budgetary appropriations—more than double the total textbook volume in the year of greatest production record, and three times the production of any normal prewar year. And that in a fiscal year for half of which the Legislature will be in session, curtailing, because of required legislative printing, the extent to which the plant can devote itself to textbook production.

#### AN ANALYSIS OF THE CONTROLLING FACTORS GOVERNING THE INCREASE:

##### A. *Legislative Expansion of Textbook Requirements*

The Legislature, during the fifty-sixth session, in 1945, enacted Assembly Bill No. 2158 introduced by Assemblyman Stephenson which provided as follows:

Article 1. Section 11151 of the Education Code is amended to read:

11151. The State Board of Education shall adopt and provide one or more basic textbooks in each of the studies prescribed for the elementary schools of this State by Section 10302 of this code, except in art and in morals and manners. The board may also adopt and provide other textbooks, supplementary books, and teachers manuals for use in the elementary schools of the State. The board may cause such textbooks, supplementary books, and teachers manuals to be printed by the State Department of Finance.

Nothing in this section shall be construed as prohibiting the governing board of any school district and county libraries from ordering and purchasing such supplementary textbooks as are required.

The term "elementary schools" as used in this chapter includes all public schools, excepting junior high schools, in which instruction is given in the first to the eighth grades, inclusive, or in any one or more of such grades.

Sec. 2. Article 5.5 is added to Chapter 2 of Division 6 of said code, to read:

##### Article 5.5. Distribution of Textbooks

11291. The State Board of Education shall provide for the distribution of basic textbooks in such a manner as to provide for each pupil enrolled in each grade of the elementary schools of the State one copy of each basic textbook adopted for use in such grade; except that school districts may order, in lieu thereof, basic textbooks adopted for lower grades or higher grades for use by those pupils for whom such textbooks would be more appropriate. The board shall provide for the distribution of other textbooks, supplementary textbooks, and teachers' manuals in such manner as it may determine.

(Added to the Education Code by Statutes of 1945, Chapter 786.)

The effect of this new legislation—for which no accompanying appropriation was asked by the proponents and none was made by the Legislature—may be to increase potentially the large printing and distributing order already in prospect or process to truly monumental proportions.

A matter of legal interpretation of the new code sections may be involved in such an estimate. Such questions as whether Education Code Section 11291 is to cover only books adopted after the effective date (September 15, 1945) of the section or covers all books on the active list regardless of time of adoption; and which books on the active list are basic and which supplementary must be determined. It is expected that the State Board of Education, on recommendation of the State Curriculum Commission, will in the near future specify which books are basic, and which are supplementary, on the active list. This action would facilitate administration of the law.

Until these questions are answered, either through legal interpretation or action of the State Board of Education, the Bureau of State Printed Textbooks faces an impasse in attempting to estimate and schedule the printing and distribution required by such new legislation.

#### *B. Textbook Appropriations Approved by the Governor and Legislature*

The biennial budget requests for textbook production and distribution for the biennium in the 10-year period from 1937-38 to 1946-47, presented by the superintendents of public instruction then in office, were reduced by the Governor and the Legislature by a total cut of approximately one-fifth. The percentage cut per biennium ranged from approximately 28 and 28 per cent, respectively, in the 1939-41 and 1941-43 appropriations to no cut at all in the 1945-47 biennium allocations.

For the 10-year period a total of \$7,653,973 for textbooks was requested by the superintendents, and \$6,218,372 was appropriated. The total cut of \$1,435,601 is virtually the equivalent of the entire textbook appropriation made for the 1943-45 biennium.

It should be noted, however, that the lower amounts recommended by the governors and approved by the legislators were sometimes based upon consideration of the amount of work that they estimated could be done by the State printing plant in the printing of textbooks during the biennium in question.

#### TEXTBOOK APPROPRIATIONS FOR LAST FIVE BIENNIUMS

	1937-39	1939-41	1941-43	1943-45	1945-47
Requested by Superintendent...	\$1,140,211	\$1,246,133	\$1,714,439	\$1,936,572	\$1,616,618
Allowed in Governor's Budget...	786,650	986,650	1,400,000	1,470,770	1,616,618
Appropriated by Legislature...	986,650	900,000	1,250,000	1,467,664	1,616,618

#### *C. Wartime Restriction of the State Printing Plant*

During the period of World War II many employees of the State printing plant served their country in the Armed Forces, and their services were lost to the plant at that time. Others in the plant left to

enter war industry and defense plants, or to assume other employment. The drain of manpower from the plant, and the inability to hire or train a sufficient number of workers for replacement during the war years hampered the plant program, although the added zeal of the remaining employees served splendidly to keep up and for a while even to expand peacetime production of textbooks.

At the request and direction of the Federal Government much of the equipment and many of the employees of the plant were withdrawn from normal plant duties to assist in printing and furnishing currency for the use of the armed forces of the United States in the Pacific area, and to serve other printing needs of the nation at war, not a part of their normal peacetime activities.

During the war years, or from 1941 through 1946, the plant of the printing office was not expanded, and the total expenditure for new equipment during these five years was almost negligible, representing but a very minor addition in a printing establishment the size of that maintained by the State of California.

Thus, it may be stated conclusively that during the war years the State printing plant was able to maintain only a partial printing force and to continue production largely with only such equipment as it has had on hand for the last ten years.

No one will have anything but praise for the performance of the State printing plant personnel during the war years, but the end of the fighting period finds the plant in straitened circumstances as regards manpower and equipment, supplies and plant facilities, with a direct effect thereby on the State textbook program.

To meet the expanding needs of the State textbook program it appears obvious that the State printing plant must be given all possible consideration by the Legislature in its requests for added appropriations for a possible new site and plant, equipment, supplies, and added technical workers.

#### *D. The Increase in Elementary School Enrollments*

In 1931-32 the number of children enrolled in California schools in grades 1 through 8 was 770,436. Enrollment remained at about this level, or below it, for the next nine years. In 1940-41 the number of enrollees was 767,867. During the war years this number increased very swiftly, as follows: School year 1941-42, 790,282; 1942-43, 815,385; 1943-44, 870,701; 1944-45, 919,592; and 1945-46 (estimated), over 1,000,000.

This rapid increase in California's elementary school enrollment is due to the arrival of new residents with their families and to normal growth.



Research indicates we must expect a 50 per cent increase in our first grade enrollment within the next seven-year period, due to increase in births. During the war years our normal birth rate was greatly exceeded; the effect of this is being felt already in enrollments. In addition, Governor Earl Warren has predicted a population of 20,000,000 for California must be expected, an approximate doubling of our present total of all residents.

Provision for textbooks must be made with this in mind.

### ***E. Increases in the List of Textbook Adoptions***

Section 10302 of the Education Code as enacted by the Legislature provides:

The course of study in the elementary school shall include instruction in the following prescribed branches in the several grades in which each is required pursuant to this article: (a) reading, (b) writing, (c) spelling, (d) language study, (e) arithmetic, (f) geography, (g) history of the United States, (i) music, (j) art, (k) training for healthful living, (l) morals and manners, and such other studies not to exceed three as may be prescribed by the board of education of the city, county, or city and county.

In addition to this section, others in the Education Code, adopted from time to time by the Legislature, set up courses of study which the students in the elementary schools shall pursue. Provisions for textbooks, and for teachers' manuals are also set forth in sections of the code.

From 1935 to 1945 (when the Legislature amended Section 11151 as previously referred to) the distribution of textbooks by the State Department of Education was on the basis of one book for each child enrolled in the grade for which the book was adopted, in certain courses; and a lesser number of books per group of children in other courses, as the State Board of Education in making its adoptions (acting on the recommendations of the State Curriculum Commission) directed.

The effect of this and of other similar code revisions and additions by the Legislature thus has been to greatly increase both the number of titles and the quantity of each to be supplied free to elementary school students of the State.

This growth in number of new titles is shown as follows: In 1922 there were 38 titles on the list furnished schools; in 1932—ten years later—there were 45. By 1941 the number of titles increased to 59, and in the current year of 1946, is 105. Thus, in the last five years the list has increased by 78 per cent.

Adoptions by the State Board of Education in August, 1946, of 22 additional basic and supplementary titles in history and geography for use July 1, 1947, and thereafter, increases the list to 127 texts. This represents an increase of more than 115 per cent in the last five years.



**PRESENT PROGRAM—A SYSTEM OF PRIORITIES:**

The Superintendent of Public Instruction believes that it is manifestly impossible for the State printing plant to publish and the State Department of Education, therefore, to distribute the total number of textbooks required and ordered for the use of pupils in the school year 1946-47 and in prospect of adoption for use after July 1, 1947.

The best that can be hoped for is that the most urgently needed books can be put in the hands of the pupils reasonably soon.

The State printing office is co-operating with the State Department of Education in developing a schedule for manufacturing the particular books in the order of priority of need as indicated by orders received from schools. A total of 1,600,000 books was on hand at the time that requisitions for the school year 1946-47 were beginning to be filled. During the period of filling orders, the stock of certain books became exhausted and it was not possible to fill all orders completely. As depleted stocks are replenished, they are applied toward completion of back orders.

The funds remaining in the textbook appropriation for the current biennium are not sufficient to cover the full cost of publishing textbooks required for distribution at the beginning of the next school year, 1947-48. Approximately one-half million dollars additional is needed for publication of books on the list of current adoptions, and an additional sum, as yet not fully determined, is needed for publication of textbooks in history and geography adopted in August, 1946, for use beginning July 1, 1947.

## FOR YOUR INFORMATION

### SUPPLEMENTARY TEXTBOOKS IN HISTORY AND GEOGRAPHY

The following two books adopted on August 24, 1946, by the State Board of Education as supplementary textbooks in history and geography, for adoption periods of not less than six nor more than eight years beginning on dates as indicated below, were inadvertently omitted from the list appearing on pages 249-50 of the September, 1946, issue of *California Schools*:

History and Geography, grade 5 July 1, 1948	<i>The New World and Its Growth</i> (California Edition), by J. G. Meyer and O. Stuart Hamer, published by the Follett Publishing Company (For distribution on the basis of one book for each three pupils)
History and Geography, grade 6 July 1, 1948	<i>They Live in South America</i> , by Alice Dalgleish, published by Charles Scribner's Sons (For distribution on the basis of one book for each two pupils)

### AMERICAN EDUCATION WEEK ACTIVITIES

American Education Week, November 10-16, 1946, will mark the twenty-sixth anniversary of this observance. In the atomic age into which the world has been plunged, education is faced with new opportunities and responsibilities. The general theme selected for this year is "Education for the Atomic Age." The daily topics suggested for special emphasis are as follows:

November 10	Sunday	Practicing Brotherhood
November 11	Monday	Building World Security
November 12	Tuesday	Facing New Tasks
November 13	Wednesday	Developing Better Communities
November 14	Thursday	Strengthening Home Life
November 15	Friday	Investing in Education
November 16	Saturday	Promoting Health and Safety

In their *Leaders Letter* of September 3, 1946, officers of the National Education Association listed a number of specific areas requiring prompt action if schools and colleges are to play their part in bringing about peaceful atomic development and in building world security:

1. Restoration of courses and services
2. Reconversion of program in terms of peacetime needs
3. Improvement of district structure wherever needed
4. Construction and repair of buildings and replacement of equipment and instructional aids

5. Recruitment of teachers through advancement of status and standards
6. Extension of adequate educational opportunities to all people
7. Increase in public understanding and support of public education

The observance of American Education Week is activated by two dominant purposes: *school visitation* and *educational interpretation*. The one involves bringing the people to the schools; "open house" is a traditional part of the observance. The other involves taking the schools to the people to secure, through meetings, radio, press, and magazines, a better understanding of the unique function of education in American life.

#### UNESCO MONTH, OCTOBER 28 TO NOVEMBER 30, 1946

UNESCO MONTH will be celebrated at the time the General Conference of the United Nations Educational, Scientific, and Cultural Organizations is in session. The first meeting of the conference is expected to be held this year in Paris, early in November. UNESCO month will be observed from October 28 to November 30. Aims of the observance are announced by the U. S. Department of State as follows:

1. To emphasize that mutual understanding among peoples contributes to peace and security.
2. To show that UNESCO can help promote mutual understanding among peoples.

Suggestions for action are also offered by the Department of State:

##### 1. For Schools

- a. Stress UNESCO in American Education Week.
- b. Focus attention on the need to understand the common problems of humanity.
- c. Emphasize understanding of and appreciation of the cultures of other peoples.

##### 2. For Colleges

- a. Arrange UNESCO programs, exhibits, lectures, etc.
- b. Arrange symposia on scientific, educational, and cultural subjects, with distinguished foreign participants where possible.
- c. Compile a roster of foreign students in residence, and help make them available as speakers to local organizations.

## REGIONAL COMMISSIONS ON SCHOOL DISTRICTS

The State Commission on School Districts, at a meeting in Berkeley on September 13, 1946, named 25 persons to serve on five regional commissions. The regional commissions will designate areas to be studied within each region for possible reorganization of existing school districts. In addition, they will supervise local studies of school districts and will review the recommendations of local survey committees for unification or other reorganization of school districts.

Members of the five regional commissions and the counties which their respective regions comprise are as follows:

## REGION I

*Regional Commission*

JOSEPH P. CHAMBERLAIN, *Chairman*, Watsonville  
MRS. BRADLEY BROWN, Berkeley  
WAYNE BURKE, Ukiah  
MRS. ADA FUSSELMAN, San Anselmo  
LELAND L. PRUSSIA, San Jose

*Counties*

Del Norte, Humboldt, Mendocino,  
Lake, Sonoma, Napa, Solano,  
Marin, Contra Costa, Alameda,  
San Francisco, San Mateo,  
Santa Clara, Santa Cruz, San  
Benito, Monterey

## REGION II

*Regional Commission*

WILEY N. CALDWELL, *Chairman*, Beverly Hills  
C. J. MARKS, Santa Ana  
EDWARD STAMM, Santa Barbara  
MRS. MARY STARR, Julian  
RICHARD L. WILLETS, San Luis Obispo

*Counties*

San Luis Obispo, Santa Barbara,  
Ventura, Los Angeles, Orange,  
San Diego

## REGION III

*Regional Commission*

WILLIAM TUNISON, *Chairman*, Westwood  
MRS. LOIS MOOREHEAD, Marysville  
CHALMERS PRICE, Diamond Springs  
GEORGE SEHLMAYER, Sacramento  
W. D. SIMONS, Redding

*Counties*

Siskiyou, Modoc, Trinity, Shasta,  
Lassen, Tehama, Plumas, Glenn,  
Butte, Sierra, Colusa, Sutter,  
Yuba, Nevada, Placer, Yolo,  
Sacramento, El Dorado, Ama-  
dor, Alpine

## REGION IV

*Regional Commission*

TOM B. QUINN, *Chairman*, Stockton  
HENRY C. BERG, Fresno  
F. ERNEST BRAUCHT, Merced  
ROBERT HATHAWAY, San Andreas  
H. W. KELLY, Shafter

*Counties*

San Joaquin, Calaveras, Tuol-  
umne, Stanislaus, Merced, Mari-  
posa, Madera, Fresno, Kings,  
Tulare, Kern

## REGION V

*Regional Commission*

JOHN P. KNAUF, *Chairman*, San Bernardino  
CHARLES C. BRAMKAMP, El Centro  
ROBERT M. C. FULLENWIDER, Corona  
MRS. ARTHUR JACOBSEN, Redlands  
ROBERT PHILLIPS, Independence

*Counties*

Mono, Inyo, San Bernardino, Riv-  
erside, Imperial

## UNITED NATIONS WEEKLY BULLETIN

The Department of Public Information of the United Nations commenced on August 1, 1946, the publication of the *United Nations Weekly Bulletin*, designed to provide an accurate and clear account of its activities. It is being published in New York every Thursday in English and French editions, with a Spanish edition planned soon. The magazine will include objective accounts of all important reports and proceedings, feature articles giving the background of the news and the perspective of current events, messages or statements from leading UN personalities, and it will be illustrated with photographs, charts, and diagrams. The subscription price is \$6 a year. Orders should be addressed to International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y.

## NORTHERN CALIFORNIA HIGH SCHOOL ART EXHIBITION

Students in public or private senior and junior high schools in northern California from Fresno and Monterey counties to the Oregon border are being invited by the Northern California Scholastic Art Award Exhibit to submit entries for an exhibition to be held in San Francisco in March, 1947. Scholarships and cash prizes are offered in 21 different art classifications. Winners will have an opportunity to compete in the National Show at the Carnegie Gallery of Fine Arts in Pittsburgh. Rules of the exhibit are printed in a booklet which can be obtained from Mrs. Tova Petersen Wiley at the Emporium, San Francisco 3.

## THEODORE ROOSEVELT ANNIVERSARY

The eighty-eighth anniversary of the birth of Theodore Roosevelt, twenty-sixth President of the United States, will be observed on October 27, 1946. A program of appropriate exercises for use in schools in observance of the day has been prepared by the Women's Memorial Association, 28 East Twentieth Street, New York. Copies of the printed leaflet may be had from the Association upon request.

## ANNUAL ESSAY CONTEST ON PRINTING TOPIC

"Printing's Place in the Postwar World" has been announced as the general topic for essays to be submitted in the eleventh annual contest sponsored by International Printing Ink in co-operation with the National Graphic Arts Education Association. This is one of the contests approved by the Committee on Contests, Festivals, and Tournaments of the National Association of Secondary School Principals. Two essays may be submitted from any senior high school, trade school, or preparatory school, or from 9th grade students in any junior high school.

The essays must be sent by December 20, 1946, to Fred J. Hartman, Educational Director, National Graphic Arts Education Association, 719 Fifteenth Street, N.W., Washington 5, D. C. Information about the rules of the contest and the prizes offered may be secured by addressing Mr. Hartman.

Last year's 36 prize winners included three contestants from California: 4th prize, Chandler R. Meloy, John H. Francis Polytechnic High School, Los Angeles; 12th prize, Bonnevie Johnson, Oakland High School; and 27th prize, Maureen Stewart, Aptos Junior High School, San Francisco.

### CALENDAR OF EDUCATIONAL MEETINGS

During 1946-47 a calendar of educational meetings and conferences will be published from time to time in *California Schools*. In some cases, events may be mentioned before the place of meeting has been decided, but complete information will be given in a later issue. Notices of the following meetings have been received since the initial tabulation for 1946-47 was published in the September issue.

<i>Dates</i>	<i>Organization</i>	<i>Place</i>
November 9-10, 1946	School Library Association of California, Annual State Meeting	San Carlos Hotel, Monterey
November 14-16, 1946	Tri-State Conference on Rural Life and Education, sponsored by the Department of Rural Education of National Education Association, state departments of education of Arizona, California, and Nevada, and the Arizona Education Association	Phoenix, Arizona
November 15-16, 1946 (correction)	California Audio-Visual Education Association, State Conference, Friday evening and all day Saturday	Herbert Hoover Senior High School, Glendale
November 15-16, 1946 (correction)	California Junior College Federation, Annual Fall Meeting	Bakersfield Inn, Bakersfield
December 5-6, 1946	Association of California County School Superintendents, Annual Conference	Sacramento
March 31, April 1-2, 1947	California Association for Health, Physical Education, and Recreation, Annual Conference	Santa Cruz



## PROFESSIONAL LITERATURE

### PUBLICATIONS RECEIVED

- ANDERSON, HAROLD H., and BREWER, HELEN M. *Studies of Teachers' Classroom Personalities, I: Dominative and Socially Integrative Behavior of Kindergarten Teachers*. Applied Psychology Monographs of the American Association for Applied Psychology. Stanford University, California: Stanford University Press, 1945. P. 158.
- BALDWIN, ALFRED L.; KALHORN, JOAN; and BREESE, FAY HUFFMAN. *Patterns of Parent Behavior*. Psychological Monographs, Vol. 58, No. 3, Whole No. 268. Evanston, Illinois: American Psychological Association, Inc., Northwestern University, 1945. Pp. iv + 76.
- COOK, KATHERINE M. *Visiting Teacher Services. Report of a Conference Called by the Commissioner of Education and Held in the U. S. Office of Education, Washington, D.C., June, 1945*. Leaflet No. 75. Washington: Federal Security Agency, U. S. Office of Education, 1946. Pp. ii + 14.
- A Curriculum Guide to Fire Safety, For Elementary Schools*. Bulletin 1946, No. 8. Washington: Federal Security Agency, U. S. Office of Education, 1946. Pp. vi + 32.
- DILLON, HAROLD J. *Work Experience in Secondary Education: A Study of Part-time School and Work Programs*. Publication No. 394. New York: National Child Labor Committee, 1946. Pp. 96.
- EBAUGH, CAMERON D. *Education in Peru*. Bulletin 1946, No. 3. Washington: Federal Security Agency, U. S. Office of Education, 1946. Pp. viii + 92.
- Kentucky's Resources: Their Development and Use*. Prepared under the direction of a core committee appointed by The Commissioner of Conservation and The Superintendent of Public Instruction. Bulletin of the Bureau of School Service, College of Education, University of Kentucky, Volume XVIII, No. 2, December, 1945. Pp. 352.
- 1946 Achievement Testing Program in Independent Schools and Supplementary Studies*. Educational Records Bulletin No. 45. New York 19: Educational Records Bureau, June, 1946. Pp. x + 64. Photo offset from typewritten copy.
- STRICKLAND, RUTH G. *How to Build a Unit of Work*. Bulletin 1946, No. 5. Washington: Federal Security Agency, U. S. Office of Education, 1946. Pp. iv + 48.
- Teacher Personnel*. Review of Educational Research, Volume XVI, No. 3, June, 1946. Washington 6: American Educational Research Association, National Education Association.
- Treatment of Asia in American Textbooks*. Prepared under the direction of the Committee on Asiatic Studies, American Council on Education, and the American Council, Institute of Pacific Relations. New York 22: American Council, Institute of Pacific Relations, April, 1946. Pp. viii + 104.
- WESLEY, EDGAR BRUCE, and ADAMS, MARY A. *Teaching Social Studies in Elementary Schools*. Boston: D. C. Heath and Company, 1946. Pp. xvi + 362.
- WITTICH, WALTER ARNO, and FOWLKES, JOHN GUY. *Audio-Visual Paths to Learning: A Comparison of Three Classroom Methods of Using Educational Sound Films*. New York: Harper and Brothers, 1946. Pp. xii + 135.